DOCUMENT RESUME

ED 343 912 TM 017 980

TITLE	College-Bound Seniors: 1991 Profile of SAT and Achievement Test Takers. National Report.
INSTITUTION	College Entrance Examination Board, New York, NY. Admissions Testing Program.; Educational Testing Service, Princeton, N.J.
PUB DATE	91
NOTE	20p.
PUB TYPE	Dissertations/Theses - Masters Theses (042) -- Statistical Data (110)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Achievement Tests; College Bound Students; *College Entrance Examinations; Demography; Higher Education; High Schools; *High School Seniors; Institutional Characteristics; *National Surveys; *Profiles; *Scores; Statistical Data; Statistical Distributions; *Student Characteristics; Tables (Data); Test Results
IDENTIFIERS	College Board Achievement Tests; Scholastic Aptitude Test; Test of Standard Written English

ABSTRACT

This report provides those who need to interpret scores on the Scholastic Aptitude Test (SAT) and the College Board Achievement Tests with information about college-bound seniors who have taken these tests. In addition, the report documents changes over time in the characteristics of students taking the tests. Information is based on the latest test scores and background data that these seniors have submitted. Mean SAT scores are displayed for different portions of the testing population using information from the Student Descriptive Questionnaire. Of particular interest is information on the students' academic preparation and the number of years of study in particular areas. Test score distributions are tabulated in a format that is identical to that provided since 1972, except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on the characteristics of students' high schools, based on a survey of high schools, is provided. Scores on the Test of Standard Written English and the Achievement Tests are summarized. There are 12 pages of tables. (SLD)

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COLLEGE-BOUND SENIORS

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1991 Profile of SAT® and Achievement Test Takers

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THE COLLEGE BOARD

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The College-Bound Seniors Population

The College Board uses the term "college-bound seniors" to describe those students from each high school graduating class that participate in the Admissions Testing Program (ATP). The information contained in this report is based upon the latest test scores and background data these graduating seniors have provided. Students are counted only once irrespective of the number of times they take the same test(s). Three quarters of those who took the SAT did so in their senior year. This report does not include all high school graduates nor all students who enroll in colleges and universities; therefore, the data only partially represent all 1991 high school graduates. Because of students' high response rate (approximately 95%) to the Student Descriptive Questionnaire (SDQ) and because studies document the accuracy of self-reported student information, this report can be considered nearly a complete and accurate description of the tested population. These test takers represent 48% of all first-year students who enter college each year and about 93% of those entering four-year institutions. This report is useful in monitoring trends and understanding the background of the college-bound students who take the SAT, the Test of Standard Written English, and Achievement Tests.

The Admissions Testing Program includes four major components:

The Scholastic Aptitude Test (SAT) — The SAT is a 2½-hour, multiple-choice test that measures developed verbal and mathematical reasoning abilities related to successful performance in college. SAT scores are intended to be used with the secondary school record and other information about the student in assessing readiness for college-level work. Student performance on the SAT is reported on a scale of 200 to 800, with a standard error of measurement of approximately 30 points. The verbal portion of the SAT also yields subscores in reading comprehension and vocabulary, which are reported on a scale of 20 to 80, with a standard error of measurement of approximately 4 points.

The Test of Standard Written English (TSWE) — This is a 30-minute, multiple-choice test administered with the SAT. The TSWE evaluates students' ability to recognize standard written English, which is the language of most college textbooks, the language of classroom discourse, and the language students will be expected to use in writing papers for most college courses. TSWE scores are intended to help place students in appropriate first-year English courses. The scores are reported on a scale of 20 to 80; however, scores above 59 are reported as 60+ because the test is not designed to make distinctions above that level. The standard error of measurement on the TSWE is approximately 3.5 points.

The Achievement Tests — Designed to measure knowledge in specific subject areas and the ability to apply that knowledge, the Achievement Tests are independent of particular textbooks or methods of instruction. Although the types of questions change little from year to year, the tests do evolve to reflect general trends in high school curriculum.

Achievement Tests are given in English Composition, Literature, American History and Social Studies, European History and World Cultures, Mathematics Level I, Mathematics Level II, French, German, Modern Hebrew, Latin, Spanish, Biology, Chemistry, and Physics. All are one-hour multiple-choice tests, with the exception of a version of the English Composition Test that contains an essay in addition to multiple-choice questions. Scores of all the Achievement Tests are reported on a scale of 200 to 800, with a standard error of measurement of approximately 30 points.

The Student Descriptive Questionnaire (SDQ) — The SDQ contains questions about the student's background, academic record, extracurricular activities, and plans for college study. The SDQ is designed to enable individual students to present to colleges a broader picture of themselves than is conveyed by test scores alone. Students voluntarily respond to the SDQ as part of the registration process for the SAT or Achievement Tests. Although the SDQ was not initially designed to create a research data base, the SDQ information summarized in this report is useful in monitoring trends and understanding the background of the college-bound students who take the SAT and Achievement Tests.

The Admissions Testing Program is a program of the College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,700 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the programs of the College Board and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

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Introduction

The Admissions Testing Program of the College Board consists of the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), the Student Descriptive Questionnaire (SDQ), and the Achievement Tests.* By registering for the tests and completing the SDQ, students provide information about themselves and authorize the College Board to report it to their high schools and to the colleges, universities, and scholarship programs they specify. High schools use the reports to help their students plan for college. Colleges use the information to recruit and select students, to supplement students' academic records, and to advise enrolled students on course selection and placement. Students — and their families — use the reports they receive from the College Board as they search for a college or university that will meet their needs.

Mean SAT scores in this report are displayed for different portions of the testing population using information from the SDQ. Of particular interest is the detailed information about students' academic preparation and the number of years of study in various subject areas (pages 2 to 5). Pages 9 to 11 contain the test score distributions, which are identical in format to those provided since 1972 except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on characteristics of the students' high schools — type, locale, and size of the senior class — is provided on page 12. (A survey of secondary schools provided these characteristics.)

Using This Report

The SAT is designed to measure verbal and quantitative reasoning skills, developed over many years of education, that are related to academic performance in college. SAT scores are intended primarily to help forecast the college academic performance of *individual* students. As is the case with scores from most tests, however, the SAT scores of individuals are best understood in the broader context provided by information aggregated across groups of test takers. The primary purpose of this report, therefore, is to provide those who need to interpret SAT scores — students, guidance counselors, admission officers, and many others — with this broader context.

A second purpose of this report is to document changes over time in the characteristics of students taking the SAT and Achievement Tests. Because SAT scores are statistically controlled to maintain the same meaning from year to year, and because the population of SAT takers is relatively stable from year to year, useful comparisons over time can be made among subgroups of the test-taking population, defined in a variety of ways. Year-to-year educational and demographic changes in this population, along with changes in test performance, could be of interest to the public, educators, and educational policymakers at all levels.

*More information about the content of these tests can be found in *Taking the SAT* and *Taking the Achievement Tests*, available free by writing to College Board ATP, P.O. Box 6200, Princeton, NJ 08541-6200.

Two important cautions should be noted in the interpretation of aggregated test-score information. First, the relationships among measures of academic achievement, such as the SAT, and other characteristics of students are complex and interdependent. This complexity can be seen in the web of relationships between test scores and a great variety of other factors — educational (e.g., years of study in particular subjects), demographic (e.g., gender or racial/ethnic background), and socioeconomic (e.g., parental education or household income). Further, the relationships between these factors and test scores are not necessarily *causal*, but are merely *associational* in nature.

The second major caveat to bear in mind is that such aggregations should not be used to compare or evaluate teachers, schools, districts, states, or other educational units. In order for such comparisons to be justified, a common test would need to be administered to all, or a randomly equivalent subgroup, of the students being aggregrated and compared. This is quite obviously not the case for the SAT: the percentage of students taking the test varies widely and the test takers are self-selected. For these reasons, the College Board strongly discourages the use of the SAT for such purposes.

SAT and TSWE Scores

For 1991, the mean SAT verbal score is 422 and the mean mathematical score is 474 (below and page 9). This

Table A. Mean SAT scores for College-Bound Seniors 1967-1991*

	Verbal			Math		
	Males	Females	Total	Males	Females	Total
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467
1980	428	420	424	491	443	466
1981	430	418	424	492	443	466
1982	431	421	426	493	443	467
1983	430	420	425	493	445	468
1984	433	420	426	495	449	471
1985	437	425	431	499	452	475
1986	437	426	431	501	451	475
1987	435	425	430	500	453	476
1988	435	422	428	498	455	476
1989	434	421	427	500	454	476
1990	429	419	424	499	455	476
1991	426	418	422	497	453	474

*The averages for 1967 through 1971 are estimates. College-Bound Seniors reports were not prepared in those years.

represents a two-point decline in both the verbal mean and the mathematical mean since 1990. The mean verbal score has declined for the fifth consecutive year to a new all-time low, two points below its previous low in 1980, 1981, and 1990. The mean mathematical score declined after four years of holding steady, but is still eight points above its all-time low in 1980 and 1981. The decline in average verbal scores was three points for males and one point for females. The average mathematical scores for males and females each declined two points. These score changes occurred as the number of 1991 seniors taking the test increased by 7,200, or less than 1%, from last year. Estimates of the number of high school graduates in 1991 indicate a 4% decline from 1990. The number of 1991 graduates taking the SAT represents 41% of the projected total of high school graduates.

The mean reading comprehension subscore of the verbal section declined by two-tenths of a point to 42.3 (on a 20-80 point scale), and the vocabulary subscore declined by three-tenths of a point to 42.2. Reading comprehension mean scores are 42.5 for males and 42.0 for females, and vocabulary subscores are 42.8 and 41.7, respectively.

The mean Test of Standard Written English score declined from 42.5 to 42.1 (on a 20-60+ scale). The female mean is higher than the male mean: 42.8 to 41.4, respectively. Each of these means declined four-tenths of a point from 1990. After seven years of gains or holding steady, three consecutive years of decline brought the mean TSWE score to an all-time low, one-tenth of a point below the mean in 1981.

The Achievement Tests

About 200,000 students took one or more of the 14 Achievement Tests, an increase of less than 1% over 1990. Those who take Achievement Tests tend to apply to selective colleges and universities. Their average SAT verbal score is 515 and their mathematical score is 584, each about 100 points higher than the mean for all seniors. Slightly more women than men and about 1 of every 5 SAT takers take these tests.

English Composition, the most frequently taken test, was taken by 92% of all Achievement Test takers. It is followed (in order of frequency) by Mathematics Level I (67%), Mathematics Level II (30%), American History (24%), Biology (22%), Chemistry (16%), Spanish (15%), Literature (12%), French (10%), Physics (9%), European History (2%), Latin (2%), German (2%), and Modern Hebrew (less than 1%).

The highest mean score on an Achievement Test was 666 for Mathematics Level II. Although the number of students taking the Achievement Tests has remained stable in the past decade, the number of students taking Mathematics Level II has increased 61%. Across all Achievement Tests the mean was 547, up one point from 1990 and 20 points higher than in 1973.

Population Characteristics

The majority of the SAT takers are women (52%) and are White (72%), although the proportion of ethnic minority students has been rising modestly but steadily each year, from 13% in 1973 to 28% in 1991. The percentage of those describing themselves as White has declined from 87% in 1973 to 72% today. The population of minority test takers is 10% Black, 8% Asian American, 7% Hispanic, and 1% American Indian. The proportions of Black, Hispanic, and American Indian students who are women are higher than for the test takers as a whole. Only the Asian American students are equally divided between men and women. The number of Asian Americans taking the SAT has increased by almost five times the number in 1973, from about 16,000 to about 77,000.

Students were asked what language they learned to speak first: 8% reported learning to speak both English and another language and 8% reported learning a language other than English. Of the 3% who reported having a permanently disabling condition, nearly 1 in every 3 took the SAT under nonstandard (untimed) conditions.

Generally, women in the population come from lower-income households, are more likely to plan to apply for financial aid in college, and are more likely to be in the first generation of their family to attend college. All these characteristics are associated with lower than average SAT scores.

The majority of test takers (58%) come from households where the level of parental education is an associate degree or higher. The relationship between SAT scores and level of parental education is indicated on page 8: the higher the educational level, the higher the mean scores. Students whose parental educational level is a graduate degree had the highest average SAT scores, exceeding by more than a standard deviation those whose parents have no high school diploma.

Table B (page v) provides SAT averages by ethnic group. The verbal average increased for American Indians, Puerto Ricans, Asian Americans, and Other; it decreased for all other groups. The average mathematical scores of Asian Americans and Puerto Ricans increased, while averages for all other groups declined or remained unchanged.

The 15-year narrowing of the gap between White and Black students' SAT total mean scores continued. Of the 258-point difference in 1976, one-quarter (64 points) has been eliminated. During this period, as shown in Table B, means of Black students have increased 50 points (19 on the verbal score and 31 on the mathematical score), while means of White students decreased 14 points (10 on the verbal score and 4 on the mathematical score). Moreover, the number of Black SAT takers in 1991 exceeded 100,000 for the first time.

Academic Background and Preparation

The relationship between high school academic preparation and achievement and mean SAT scores is indicated on pages 2 to 5 of this report. The more years of study of academic subjects and the higher the grades and rank-in-class achieved, the higher the mean SAT score. However, one should not assume a causal relationship between the two.

Table B. SAT Averages by Ethnic Group, 1976-1991

Ethnic Group	1991	Change from 1976*	Change from 1990
SAT Verbal			
American Indian	393	+5	+5
Asian American	411	-3	+1
Black	351	+19	-1
Mexican American	377	+6	-3
Puerto Rican	361	-3	+2
Other Hispanic	382	NA**	-1
White	441	-10	-1
Other	411	+1	+1
All Students	422	-9	-2
All Men	426	-7	-3
All Women	418	-12	-1
SAT Math			
American Indian	437	+17	0
Asian American	530	+12	+2
Black	385	+31	0
Mexican American	427	+17	-2
Puerto Rican	406	+5	+1
Other Hispanic	431	NA**	-3
White	489	-4	-2
Other	466	+8	-1
All Students	474	+2	-2
All Men	497	0	-2
All Women	453	+7	-2

*The first year for which SAT scores by ethnic group are available is 1976.

**The SDQ question on ethnic background was changed in 1987 to include the "Other Hispanic" category.

On average, SAT takers studied 18.7 years of academic subjects and reported a grade-point average of 3.10, or B (see page 10). As in the previous year, 40% of test takers studied 20 or more years of academic subjects. Their mean verbal and mathematical SAT scores were each approximately 50 points above the national mean.

Table C shows the proportion of students taking a certain minimum number of years of study in various subject areas and the mean years of study. Women tend to concentrate their study more on arts and music, foreign language, and English than do men, who concentrate more on natural science and mathematics. Women tend to study "other" math courses and "other" sciences more than do men, who concentrate more on calculus, computer math, and physics. However, the ratio of women to men in the study of trigonometry and calculus each rose slightly over 1990. Since 1987, the percentage of students who are female rose 3 percentage points for the study of physics, 2 percentage points for trigonometry, and 3 percentage points for calculus.

Detailed information concerning the academic courses studied is found on pages 2 to 5. Mean SAT scores are provided for each course within a discipline. Table D shows the two courses within a subject with the highest mean SAT scores. Those that appear on this list tend to be advanced

Table C. Academic Preparation in High School

Percentage of students taking at least....	Female	Male
4 years English	86%	84%
4 years Mathematics	62%	68%
3 years Social Sciences and History	86%	84%
2 years Foreign Language	89%	84%
3 years Natural Sciences	78%	81%
1 year Arts or Music	77%	70%

	Average Years of Study	
Subject	Female	Male
English	4.0	3.9
Mathematics	3.7	3.8
Social Sciences and History	3.4	3.4
Foreign Language	2.7	2.5
Natural Sciences	3.2	3.3
Arts or Music	1.9	1.6

Table D. Courses by Academic Subject with Highest Mean SAT Scores

		Mean SAT	
Subject	Course	Verbal	Math
English	Literature: Other Country	462	510
	British Literature	460	507
Arts and Music	Acting/Play Production	461	497
	Music Appreciation	451	495
Social Sciences and History	European History	451	502
	Ancient History	439	493
Foreign and Classical Languages	Russian	476	526
	Latin	478	523
Natural Sciences	Physics	464	538
	Chemistry	438	495
Mathematics	Calculus	502	599
	Precalculus	478	559

courses in a sequence, such as calculus, or those taught in the senior year, such as Physics and British Literature.

A brief overview of academic preparation of the 1991 college-bound seniors in each of seven areas of study follows:

- Although 74% of the students have taken one or more courses in arts or music, 21% reported having no course work in these areas. The most frequently mentioned experiences include music performance (38%), art history or art appreciation (23%), acting or play production (22%), studio art and design (21%), and music appreciation (18%). Women were more likely than men to participate in each of these courses or experiences. In 1991, both women and men increased their average number of years of study in the arts and music.

- Eighty-seven percent have taken two or more years of a foreign language in high school, primarily Spanish (58%) and French (30%). Latin has been taken by 9%

and German by 7%. "Other languages" were studied by 4%, an increase of 1 percentage point over 1990.

- Eighty-five percent of students have taken four or more years of English in high school, down from 87% last year. The most frequently taken courses are American literature (87% each), grammar (86%), composition (82%), and literature from different historical periods (59%).
- While 94% of the students reported taking three or more years of mathematics in high school, only 65% reported taking four or more years. Algebra was studied by most (96%), and next was geometry (93%). Women are represented among the students studying these two courses in a higher proportion than the population tested at large, but they are less likely than men to take computer mathematics, precalculus, or calculus. Overall, only 55% of all students reported studying trigonometry in high school. About a seventh (14%) of the students took course work in computer mathematics, whose popularity has been declining since 1987 when 25% took such a course.
- Seventy-nine percent of the students have studied natural sciences for three or more years in high school, up 7 percentage points from 1987. Most have taken biology (97%), followed by chemistry (81%), geology or related earth or space science (45%), and physics (44%). The percentage studying physics leveled off after two years of increases.
- Eighty-four percent of the students have taken three or more years of social sciences or history while in high school. The majority have studied U.S. history (96%), world history or cultures (75%), U.S. government or civics (73%), or economics (52%). Study of world history or cultures and also geography has been increasing by at least 1 percentage point per year since 1987. The same is true for an honors course in social sciences and history.
- Computer course work and experience have been increasing in the areas reported since 1987 except for computer mathematics, where study has declined from 25% to 14% (as noted above) and computer programming from 44% to 38%. The number of students using computers for word processing increased by 19 percentage points to 55%, the number in English courses by 14 percentage points to 26%, and the number for data processing by 5 percentage points to 24%. Those reporting no computer experience declined by 8 percentage points to less than 1 student in 5.

Each year since 1988, the mean high school grade-point average has increased, while high school ranks and SAT score means have declined. This suggests a possible return of grade inflation, which appeared in the 1970s but has not been evident in the 1980s.

College Plans

As students and parents plan for college, they start to decide on college majors, careers, and college degree goals. Although high school students tend to change their minds often, their answers to these questions in the aggregate can provide a good picture of what this cohort of students will study in college and how they compare with their predecessors.

Nearly one-fifth (19%) of the 1991 seniors plan to major in Business & Commerce, 9 percentage points higher than in 1973. However, interest in this major has declined from a high of 23% in 1988. Health & Allied Services (14% in 1991, up from 12% in 1990) was second in popularity followed by Social Sciences and History (12%), Engineering (10%), and Education (8 %). Table E lists the five most popular majors for each sex and for the total group. Although men and women tend to differ in their choices, both groups chose Business & Commerce as their first choice; of those who chose it, half are men and half are women. In contrast, of those who chose Engineering, 82% are men, and of those who chose Education, 78% are women.

Only 4% plan to obtain a degree below the bachelor's level, about half the rate of 10 years ago. Even if the 20% undecided are counted as nonbaccalaureate, about three quarters expect to earn a bachelor's degree or higher and nearly half (48%) expect to earn a graduate or professional degree. Female plans for graduate study increased from 30% in 1973, when the male rate was 42%, to 49% in 1991, now slightly exceeding the male rate of 48%. Indeed, in 1973 female plans for a doctoral or related degree were half as frequent as male plans (11% versus 23%), but in 1991 female plans exceed male plans (21% versus 19%). Excluding those who are undecided about their degree goals, 63% of females plan graduate study (27% doctoral or related) to 60% for males (24% doctoral or related).

The percentage of students planning to apply for financial aid increased for the second year in a row, from 67% in 1989 to 70% in 1991. More females (72%) than males (67%) plan to apply for financial aid. This is consistent with lower average family income of females.

Table E. Most Frequently Planned Areas of Study

Total	Female	Male
Business & Commerce (19%)	Business & Commerce (18%)	Business & Commerce (20%)
Health & Allied Services (14%)	Health & Allied Services (17%)	Engineering (18%)
Social Sciences & History (12%)	Social Sciences & History (15%)	Health & Allied Services (9%)
Engineering (10%)	Education (12%)	Social Sciences & History (9%)
Education (8%)	Visual & Performing Arts (6%)	Undecided (6%)

Secondary School Characteristics

The information about the high schools that SAT takers attend is supplied by the schools themselves. The most frequent characteristics of the schools attended by those taking the test are public school (82%), suburban (32%), with a senior class of 250-499 (42%). Of the 18% who attend nonpublic schools, most attend religiously affiliated high schools (72%). The proportion of public to nonpublic high school students has remained relatively stable since 1975, when type of high school was first reported.

The College Board

NATIONAL
COLLEGE-BOUND SENIORS: 1991 SAT PROFILE
PROFILES OF SAT AND ACHIEVEMENT TEST TAKERS

STUDENTS WHO REGISTERED FOR THE SAT OR AN ACHIEVEMENT TEST	MALE	FEMALE	TOTAL	SAT-VERBAL MEAN	SAT-MATH MEAN
• Total Number of Students	522,330	573,033	1,095,363		
• With SAT Scores	493,252	539,433	1,032,685	422	474
• With Achievement Test Scores	97,537	103,079	200,616		
• With Both SAT and Achievement Test Scores	95,093	100,848	195,941	515	584
• With at Least One Student Descriptive Questionnaire (SDQ) Response	488,382	548,127	1,036,509	423	475
• Percent with at Least One SDQ Response	94%	96%	95%		
YEAR OF MOST RECENT SAT SCORES					
• Senior Year	357,122	405,920	763,042	416	468
• Junior Year	133,259	131,073	264,332	440	493
• Sophomore Year	2,471	2,090	4,561	416	474
• Freshman Year	400	350	750	406	464
• All Students with SAT Scores	493,252	539,433	1,032,685	422	474

This report summarizes information for 1991 seniors who took SAT or Achievement Tests any time during their high school years through MARCH 1991. If a student took a test more than once, the most recent score is used.

1991 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
HIGH SCHOOL RANK					
Top Tenth	179,908	21	45/55	512	584
Second Tenth	186,335	21	46/54	448	511
Second Fifth	242,093	28	49/51	411	462
Third Fifth	216,327	25	48/52	372	409
Fourth Fifth	36,250	4	52/48	350	379
Fifth Fifth	6,837	1	54/46	340	368
No response	164,935				
HIGH SCHOOL GPA					
A+ (97 - 100)	41,917	4	46/54	549	623
A (93 - 96)	108,679	11	42/58	503	571
A- (90 - 92)	125,747	13	43/57	471	537
B (80 - 89)	496,626	52	46/54	409	457
C (70 - 79)	171,024	18	56/44	357	394
D, E, or F (Below 70)	4,610	0	65/35	338	381
No response	84,082				
TOTAL YEARS OF STUDY IN SIX ACADEMIC SUBJECTS					
20 or more years	336,728	40	44/56	470	526
19 or 19½ years	109,685	13	48/52	435	488
18 or 18½ years	105,220	13	49/51	416	468
17 or 17½ years	86,036	10	48/52	398	446
16 or 16½ years	66,763	8	48/52	382	428
15 or 15½ years	48,350	6	49/51	372	417
Fewer than 15 years	87,575	10	52/48	353	402
No response	192,328				
PLANS FOR ADVANCED PLACEMENT IN COLLEGE					
Art	36,310	4	48/52	407	451
Biology	79,712	9	47/53	479	537
Chemistry	60,136	6	59/41	482	571
Computer Science	32,565	3	70/30	443	532
English	203,315	22	40/60	499	539
Foreign Languages	128,600	14	39/61	479	533
Humanities	18,896	2	43/57	470	502
Mathematics	181,815	19	54/46	476	577
Music	36,658	4	47/53	414	461
Physics	47,361	5	68/32	496	600
Social Studies	130,655	14	52/48	508	551
None of these	498,028	53	46/54	394	438

1991 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
ENGLISH					
COURSEWORK/EXPERIENCE					
American Literature	821,658	87	47/53	435	485
British Literature	457,645	49	47/53	460	507
Composition	774,860	82	46/54	437	487
Grammar	811,334	86	46/54	431	482
Literature - Other Country	215,416	23	46/54	462	510
Literature - Hist. Periods	554,654	59	45/55	452	499
Speaking & Listening	436,045	46	44/56	440	490
English, 2nd Language	47,559	5	48/52	345	477
YEARS OF STUDY					
More than 4 years	96,667	10	45/55	444	500
4 years	701,758	75	47/53	427	479
3 or 3½ years	118,929	13	51/49	388	440
2 or 2½ years	17,752	2	56/44	398	466
1 or 1½ years	1,677	0	54/46	342	439
Less than 1 year	849	0	51/49	347	421
No response	95,053				
HONORS COURSE TAKEN	286,921	31	41/59	500	548
ARTS & MUSIC					
COURSEWORK/EXPERIENCE					
Acting/Play Production	209,759	22	37/63	461	497
Art History/Appreciation	214,070	23	47/53	437	483
Dance	112,768	12	13/87	430	469
Drama Appreciation	128,534	14	35/65	451	484
Music Appreciation	168,385	18	44/56	451	495
Music Performance	357,640	38	38/62	443	490
Photography/Film	132,901	14	46/54	442	489
Studio Art and Design	197,339	21	47/53	440	489
No coursework	193,613	21	57/43	400	462
YEARS OF STUDY					
More than 4 years	63,102	7	39/61	451	496
4 years	99,465	11	39/61	449	491
3 or 3½ years	88,326	10	40/60	428	472
2 or 2½ years	142,775	15	44/56	424	473
1 or 1½ years	291,564	31	49/51	421	477
Less than 1 year	241,311	26	53/47	412	470
No response	106,142				
HONORS COURSE TAKEN	53,229	6	42/58	476	520

1991 PROFILES

SOCIAL SCIENCES & HISTORY	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
COURSEWORK					
U.S. History	928,083	96	47/53	[illegible]24	475
U.S. Government/Civics	709,435	73	46/54	[illegible]24	475
European History	234,304	24	50/50	451	502
World History/Cultures	728,382	75	47/53	428	480
Ancient History	109,115	11	52/48	439	493
Anthropology	22,549	2	48/52	436	486
Economics	505,393	52	46/54	425	481
Geography	249,183	26	48/52	412	468
Psychology	248,513	26	36/64	431	471
Sociology	143,812	15	38/62	422	462
Other Courses	176,528	18	45/55	439	490
YEARS OF STUDY					
More than 4 years	75,103	8	46/54	451	500
4 years	323,868	34	47/53	434	480
3 or 3½ years	399,168	42	46/54	422	477
2 or 2½ years	118,629	13	49/51	396	455
1 or 1½ years	17,493	2	49/51	367	433
Less than 1 year	4,963	1	49/51	342	413
No response	93,461				
HONORS COURSE TAKEN	205,948	22	46/54	509	561
FOREIGN & CLASSICAL LANGUAGES					
COURSEWORK					
French	289,600	30	39/61	445	491
German	68,410	7	55/45	461	515
Greek	4,185	0	50/50	456	505
Modern Hebrew	8,022	1	48/52	469	530
Italian	16,797	2	45/55	406	451
Latin	82,684	9	47/53	478	523
Russian	9,675	1	47/53	476	526
Spanish	563,527	58	48/52	415	466
Other Languages	34,851	4	47/53	408	519
YEARS OF STUDY					
More than 4 years	53,680	6	39/61	493	551
4 years	157,616	17	40/60	479	530
3 or 3½ years	252,015	27	46/54	441	495
2 or 2½ years	349,050	37	49/51	406	457
1 or 1½ years	70,710	8	54/46	359	404
Less than 1 year	55,186	6	58/42	334	385
No response	94,428				
HONORS COURSE TAKEN	129,349	14	41/59	507	563

1991 PROFILES

NATURAL SCIENCES	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
COURSEWORK					
Biology	940,671	97	47/53	424	476
Chemistry	782,870	81	48/52	438	495
Geology/Earth/Space Science	435,539	45	48/52	416	463
Physics	424,536	44	55/45	464	538
Other Sciences	334,385	34	44/56	416	462
YEARS OF STUDY					
More than 4 years	68,260	7	56/44	478	558
4 years	306,170	33	51/49	454	514
3 or 3½ years	365,216	39	44/56	415	461
2 or 2½ years	158,662	17	43/57	381	420
1 or 1½ years	23,344	3	45/55	351	399
Less than 1 year	7,632	1	44/56	331	385
No response	103,401				
HONORS COURSE TAKEN	202,894	22	48/52	507	574
MATHEMATICS					
COURSEWORK					
Algebra	933,314	96	47/53	424	475
Geometry	897,395	93	47/53	430	484
Trigonometry	533,796	55	49/51	453	522
Precalculus	305,179	32	51/49	478	559
Calculus	186,711	19	54/46	502	599
Computer Math	140,313	14	54/46	437	505
Other Math Courses	240,816	25	45/55	399	444
YEARS OF STUDY					
More than 4 years	121,877	13	55/45	461	551
4 years	487,114	52	48/52	435	491
3 or 3½ years	275,814	29	43/57	398	430
2 or 2½ years	49,749	5	44/56	372	394
1 or 1½ years	2,707	0	46/54	338	373
Less than 1 year	888	0	49/51	344	390
No response	94,536				
HONORS COURSE TAKEN	217,146	23	49/51	504	586
COMPUTER					
COURSEWORK/EXPERIENCE					
Computer Programming	353,544	38	52/48	435	497
Data Processing	220,362	24	48/52	421	480
Word Processing	518,956	55	46/54	443	497
Math Problems	257,680	28	53/48	444	509
Natural Science Problems	70,046	7	58/42	472	541
Social Science Problems	40,014	4	58/42	445	509
Use in English Courses	245,222	26	47/53	450	505
Computer Literacy	401,957	43	51/49	447	497
No Computer Experience	171,034	18	46/54	408	454

1991 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
ALL STUDENTS	1,032,685	100	48/52	422	474
Males	493,252	48	100/0	426	497
Females	539,433	52	0/100	418	453
ETHNIC GROUP					
American Indian/Alaskan Native	7,843	1	47/53	393	437
Asian/Asian Amer/Pacific Isle	76,703	8	50/50	411	530
Black/African American	100,209	10	42/58	351	385
Hispanic: Mexican Amer/Chicano	28,602	3	45/55	377	427
Puerto Rican	12,065	1	44/56	361	406
Other Hispanic	25,584	3	45/55	382	431
White	687,231	72	48/52	441	489
Other	16,300	2	46/54	411	466
No response	78,148				
FIRST LANGUAGE LEARNED					
English	804,108	84	47/53	431	477
English & Another	80,767	8	46/54	402	459
Other Language	73,268	8	48/52	369	488
No response	74,542				
CITIZENSHIP					
U.S. Citizen	885,736	92	47/53	429	475
Permanent Resident	44,870	5	46/54	355	464
Citizen of Another Country	26,999	3	55/45	392	534
No response	75,080				

1991 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
DISABLING CONDITION					
Yes	30,624	3	51/49	393	433
No	906,503	97	47/53	425	478
SAT TAKEN UNDER					
Standard Conditions	1,023,490	99	48/52	423	475
Nonstandard Conditions	9,195	1	64/36	378	401
PLANS TO APPLY FOR FINANCIAL AID					
Yes	667,866	70	45/55	424	474
No	96,171	10	50/50	429	489
Don't Know	195,243	20	52/48	421	474
INCOME					
Less than $10,000	44,259	5	40/60	353	415
$10,000 - $20,000	101,434	11	43/57	379	434
$20,000 - $30,000	133,316	15	46/54	404	452
$30,000 - $40,000	159,415	18	48/52	418	466
$40,000 - $50,000	119,401	13	49/51	430	480
$50,000 - $60,000	97,081	11	49/51	440	491
$60,000 - $70,000	66,083	7	50/50	449	500
$70,000 or more	165,304	19	51/49	469	528
No response	146,392				

1991 PROFILES

HIGHEST LEVEL OF PARENTAL EDUCATION	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
No High School Diploma	46,206	5	42/58	339	409
High School Diploma	354,151	38	45/55	395	443
Associate Degree	71,239	8	47/53	407	454
Bachelor's Degree	251,386	27	49/51	442	497
Graduate Degree	221,408	23	50/50	476	528
INTENDED COLLEGE MAJOR					
Agriculture/Natural Resources	12,781	1	58/42	408	445
Architecture/Environ. Design	28,613	3	65/35	409	484
Arts:Visual & Performing	54,560	6	42/58	430	452
Biological Sciences	39,402	4	43/57	467	512
Business & Commerce	176,687	19	50/50	398	463
Communications	41,676	4	37/63	443	460
Computer/Information Sciences	27,135	3	63/37	390	467
Education	73,940	8	22/78	406	441
Engineering	97,939	10	82/18	446	548
Foreign/Classical Languages	6,143	1	23/77	476	502
General/Interdisciplinary	3,869	0	43/57	492	515
Health & Allied Services	127,812	14	32/68	418	471
Home Economics	3,408	0	13/87	367	403
Language & Literature	12,010	1	33/67	534	517
Library & Archival Sciences	255	0	22/78	485	473
Mathematics	6,318	1	53/47	469	605
Military Sciences	6,053	1	84/16	420	471
Philosophy/Religion/Theology	3,369	0	64/36	471	499
Physical Sciences	13,287	1	67/33	497	572
Public Affairs & Services	23,612	3	53/47	376	409
Social Sciences & History	115,698	12	34/66	451	477
Technical & Vocational	10,766	1	63/37	354	402
Undecided	48,754	5	55/45	422	476
DEGREE-LEVEL GOAL					
Certificate Program	15,328	2	49/51	353	399
Associate Degree	20,075	2	41/59	345	376
Bachelor's Degree	251,233	27	50/50	395	444
Master's Degree	266,180	28	47/53	436	493
Doctoral/Related Degree	189,753	20	44/56	472	527
Other	8,035	1	45/55	350	403
Undecided	184,796	20	46/54	418	468

1991 PROFILES

SAT SCORES

VERBAL							MATH					
MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%	SCORE	MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%
712	0	643	0	1,355	0	750-800	11,018	2	2,662	0	13,680	1
5,007	1	4,301	1	9,308	1	700-740	23,315	5	9,531	2	32,846	3
11,601	2	10,225	2	21,826	2	650-690	34,363	7	19,235	4	53,598	5
22,038	4	20,309	4	42,347	4	600-640	48,811	10	35,447	7	84,258	8
35,542	7	35,075	7	70,617	7	550-590	62,984	13	54,850	10	117,834	11
56,843	12	58,115	11	114,958	11	500-540	68,094	14	70,443	13	138,537	13
75,384	15	81,170	15	156,554	15	450-490	65,346	13	78,760	15	144,106	14
83,619	17	94,037	17	177,656	17	400-440	62,033	13	84,269	16	146,302	14
80,617	16	92,903	17	173,520	17	350-390	52,130	11	78,938	15	131,068	13
59,962	12	69,916	13	129,878	13	300-340	40,036	8	64,589	12	104,625	10
37,672	8	44,227	8	81,899	8	250-290	20,588	4	33,159	6	53,747	5
24,255	5	28,512	5	52,767	5	200-240	4,534	1	7,550	1	12,084	1
493,252		539,433		1,032,685		NUMBER	493,252		539,433		1,032,685	
426		418		422		MEAN	497		453		474	
113		110		111		STANDARD DEVIATION	127		115		123	
350		340		340		25TH PERCENTILE	400		370		380	
420		410		420		50TH PERCENTILE	500		450		470	
500		490		500		75TH PERCENTILE	590		530		560	

SAT-VERBAL SUBSCORES

READING COMPREHENSION							VOCABULARY					
MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%	SCORE	MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%
5,629	1	5,082	1	10,711	1	70-80	5,379	1	4,461	1	9,840	1
32,615	7	30,452	6	63,067	6	60-69	33,054	7	29,820	6	62,874	6
93,483	19	95,368	18	188,851	18	50-59	94,828	19	94,263	17	189,091	18
158,544	32	179,545	33	338,089	33	40-49	161,022	33	173,928	32	334,950	32
139,025	28	158,359	29	297,384	29	30-39	138,039	28	161,371	30	299,410	29
63,956	13	70,627	13	134,583	13	20-29	60,930	12	75,590	14	136,520	13
493,252		539,433		1,032,685		NUMBER	493,252		539,433		1,032,685	
42.5		42.0		42.3		MEAN	42.8		41.7		42.2	
11.4		11.0		11.2		STANDARD DEVIATION	11.3		11.1		11.2	

1991 PROFILES

TEST OF STANDARD WRITTEN ENGLISH (TSWE) SCORES

SCORE	MALE NUMBER	%	FEMALE NUMBER	%	TOTAL NUMBER	%	SCORE
60+	14,465	3	20,403	4	34,868	3	60+
55-59	53,542	11	68,681	13	122,223	12	55-59
50-54	70,367	14	86,067	16	156,434	15	50-54
45-49	77,735	16	89,525	17	167,260	16	45-49
40-44	68,947	14	75,486	14	144,433	14	40-44
35-39	67,024	14	69,332	13	136,356	13	35-39
30-34	56,197	11	55,557	10	111,754	11	30-34
25-29	40,552	8	37,730	7	78,282	8	25-29
20-24	44,423	9	36,651	7	81,074	8	20-24
NUMBER	493,252		539,432		1,032,684		NUMBER
MEAN	41.4		42.8		42.1		MEAN
STANDARD DEVIATION	11.1		10.9		11.0		STANDARD DEVIATION

YEARS OF STUDY AND GRADE-POINT AVERAGE BY SUBJECT

ACADEMIC SUBJECT	AVERAGE YEARS OF STUDY			GRADE-POINT AVERAGE		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Arts and Music	1.6	1.9	1.8	3.53	3.69	3.62
English	3.9	4.0	4.0	2.97	3.19	3.08
Foreign & Classical Languages	2.5	2.7	2.6	2.93	3.18	3.07
Mathematics	3.8	3.7	3.7	2.93	2.90	2.91
Natural Sciences	3.3	3.2	3.2	3.01	3.01	3.01
Social Sciences and History	3.4	3.4	3.4	3.14	3.17	3.16
TOTAL OF ALL SUBJECTS	18.5	18.9	18.7	3.03	3.15	3.10

1991 PROFILES

ACHIEVEMENT TEST SCORES

	ACH AVERAGE		ENGLISH COMP		LITERATURE		AMERICAN HIST		EUROPEAN HIST	
SCORE	Number	%	Number	%	Number	%	Number	%	Number	%
700-800	9,606	5	7,232	4	1,283	5	3,183	7	327	7
600-699	50,003	25	38,525	21	6,016	25	10,621	22	1,016	23
500-599	80,014	40	61,684	34	7,956	32	16,286	34	1,610	36
400-499	50,973	25	53,149	29	6,234	25	13,428	28	1,268	28
300-399	9,742	5	21,001	11	2,708	11	3,630	8	270	6
200-299	278	0	1,978	1	333	1	83	0	7	0
NUMBER	200,616		183,569		24,530		47,231		4,498	
MEAN	547		519		529		537		541	
STANDARD DEVIATION	91		103		108		101		99	
SAT-V MEAN	515		519		532		527		563	
SAT-M MEAN	584		587		554		576		592	

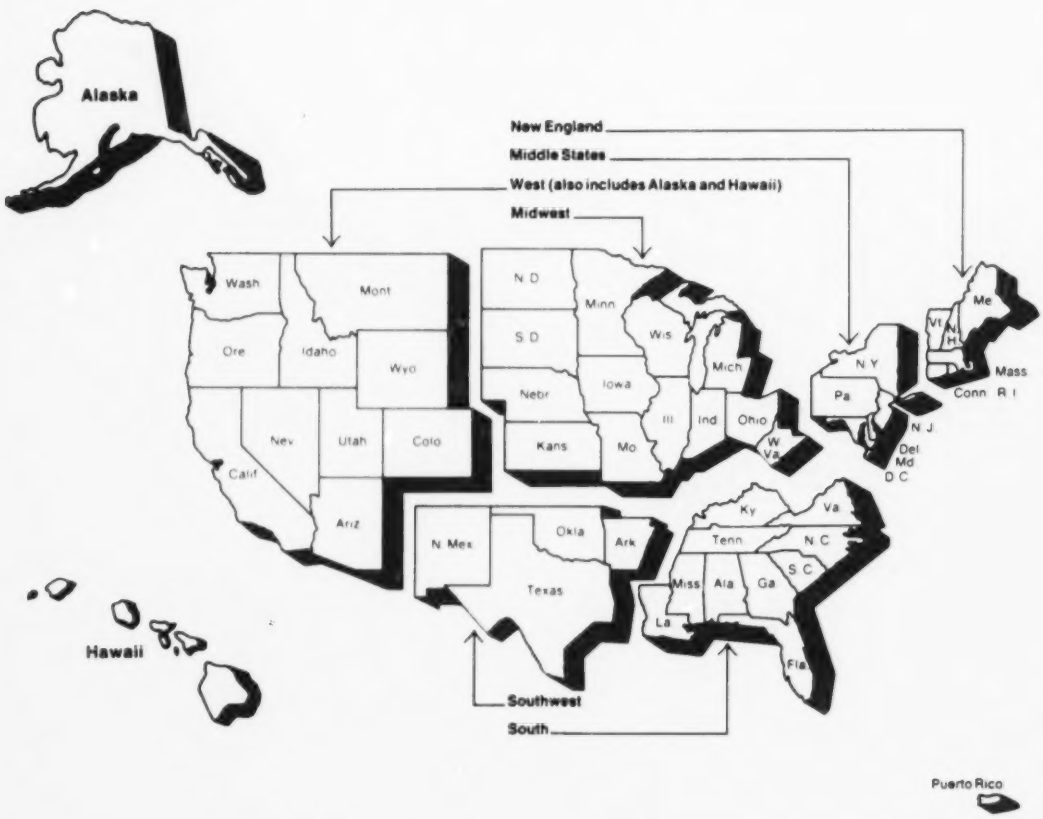
	MATH I		MATH II		BIOLOGY		CHEMISTRY		PHYSICS	
SCORE	Number	%	Number	%	Number	%	Number	%	Number	%
700-800	9,138	7	24,208	40	4,953	11	4,655	14	3,782	20
600-699	35,791	27	24,145	40	12,160	28	9,147	28	5,628	30
500-599	48,972	36	9,524	16	14,539	33	10,585	33	6,446	34
400-499	33,250	25	2,130	4	8,854	20	6,498	20	2,803	15
300-399	7,109	5	462	1	2,649	6	1,250	4	183	1
200-299	206	0	32	0	322	1	22	0	0	0
NUMBER	134,466		60,501		43,477		32,157		18,842	
MEAN	549		666		561		575		601	
STANDARD DEVIATION	96		91		108		106		101	
SAT-V MEAN	500		549		536		542		541	
SAT-M MEAN	569		654		601		645		668	

	FRENCH		GERMAN		MODERN HEBREW		LATIN		SPANISH	
SCORE	Number	%	Number	%	Number	%	Number	%	Number	%
700-800	2,460	12	640	22	219	45	336	11	5,009	16
600-699	4,510	22	652	22	137	28	675	22	6,325	21
500-599	6,461	31	753	26	76	15	950	30	8,820	29
400-499	5,784	28	683	23	33	7	981	31	7,935	26
300-399	1,598	8	180	6	14	3	185	6	2,490	8
200-299	20	0	2	0	12	2	1	0	62	0
NUMBER	20,833		2,910		491		3,128		30,641	
MEAN	548		575		652		546		556	
STANDARD DEVIATION	112		121		132		110		117	
SAT-V MEAN	544		548		545		571		497	
SAT-M MEAN	589		604		615		616		557	

1991 PROFILES

	NUMBER OF SAT TAKERS	PERCENT	% MALE/FEMALE	SAT-V MEAN	SAT-M MEAN
TYPE OF HIGH SCHOOL					
Public	815,303	82	47/53	419	473
Religiously Affiliated	125,832	13	50/50	437	472
Independent	49,919	5	55/45	470	524
Not Known	41,631				
LOCATION OF HIGH SCHOOL					
Large City	232,175	24	47/53	410	463
Medium-size City	132,095	13	47/53	424	474
Small City or Town	193,762	20	48/52	423	471
Suburban	314,230	32	48/52	439	494
Rural	113,484	12	47/53	413	458
Not Known	46,939				
SIZE OF SENIOR CLASS					
More than 1000	4,713	0	51/49	449	517
750 - 1000	18,419	2	47/53	417	476
500 - 749	130,802	13	47/53	421	481
250 - 499	414,890	42	48/52	423	477
100 - 249	286,858	29	48/52	423	470
Fewer than 100	126,237	13	47/53	432	475
Not Known	50,766				

Areas served by College Board Regional Offices



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